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INTRODUCTION

Morehouse College seeks funding for a U.S. Department of Education Fulbright-Hays Group Project Abroad (GPA). Morehouse in Bahia (MiBa) is a short-term seminar project of four weeks. It is to be led by the Morehouse Pan-African Global Experience (MPAGE), our signature education abroad program. The proposed four-week GPA combines vertical teaming between middle school, high school, and college teachers with horizontal teaming across cultures, languages, and disciplines to focus on education and sustainability while exploring the cultures and communities of Bahia, Brazil.

MPAGE has selected the state of Bahia as the ideal site for studying African culture in the Diaspora. Because of large concentrations of Africans from similar areas, Brazilian culture reflects African elements in music and dance, mythology and folklore, cuisine, art, and religion. Brazil also offers a complete spectrum of African people's historical and contemporary efforts in struggle for liberation from slavery and its aftermath. The best known examples are the *quilombos*, equivalent to the maroon communities and *palenques* in other parts of the Diaspora. Capoeira, developed as a camouflaged military strategy, and Samba, utilized to communicate coded messages, are examples of resistance, along with the Candomblé religion, which succeeded in transforming Catholic Christianity in the country. The state of Bahia, which has the largest concentration of people of African descent, offers additional opportunities for studying social and cultural factors related to education, ethnic diversity and race relations. This builds upon the Morehouse College commitment to international, interdisciplinary educational initiatives in Africa and the African Diaspora.

1. PLAN OF OPERATION

The Morehouse Pan-African Global Experience (MPAGE) provides the leadership for the proposed project. MPAGE is the College's signature education abroad program inaugurated in 2009 with its first site in Cape Coast, Ghana, and programming in Burkina Faso and Benin. MPAGE seeks to provide participants with a Pan-African experience by crossing borders – political, language, cultural – throughout Africa and the African Diaspora. The proposed project is a collaborative effort with the Department of Sociology, the Department of Modern Foreign Languages, and the Center for Teacher Preparation. Twelve humanities and social science educators – six college-level and six high school/middle school-level – will study basic Portuguese and learn about the history, culture, and community of Brazilians of African descent in the Northeastern Brazilian state of Bahia. Morehouse in Bahia (MiBa) is proposed as a U.S. Department of Education Fulbright-Hays Group Project Abroad (GPA). Consistent with the purposes of the Fulbright-Hays GPA, Morehouse in Bahia is designed to promote the integration of world languages and area studies throughout the curriculum at all levels of education.

Morehouse in Bahia promotes global citizenship in realization of the Morehouse College mission, institutional goals, and unique commitment to the international African Diaspora. Proposed activities support the following goals and strategies extracted from the *Morehouse College Strategic Plan 2008-2013*: (1) Foster student development for 21st century leadership by enhancing interdisciplinary programs (2) Enhance global connections by facilitating international educational exchanges. Specific objectives of MiBa are to (1) broaden collaboration between college, high school, and middle school faculty members; (2) enrich collaboration between world languages and other humanities and social science disciplines; (3) increase knowledge and understanding of culture and community in Bahia; (4) establish long-term associations with

Brazilian educators; and (5) introduce Portuguese language study for research and fieldwork abroad.

Morehouse in Bahia (MiBa) will produce a cadre of international interdisciplinary educators who recognize that we cannot teach or learn in isolation and who acknowledge the importance of meaningful relationships between educators and the communities about which they teach. The proposed Fulbright-Hays GPA establishes a model for vertical and horizontal teaming of educators to learn language and culture while living with Brazilian host families and participating in experiential/service learning in the communities of Salvador da Bahia.

Participants will use their experiences in Bahia to develop learning modules for the humanities and social science disciplines they represent and for study abroad as part of the MPAGE program, or for courses taught at their respective institutions. Project participants will develop Portuguese language skills while learning about the history, culture and community of Brazilians of African descent, instilling in them vision for the future and commitment to influence growth, foster sustainability, and bridge opportunities for resource mobilization.

MiBa is divided into three components: (1) pre-departure language instruction, orientation workshops, and seminars; (2) in-country language instruction, seminars, cultural tours, and supervised field experiences; and (3) follow-up application, dissemination, and replication. The project incorporates appropriate evaluation measures for each component.

Pre-Departure (September 2012-May 2013)

Vertical Teams and Horizontal Teams. The concept of vertical teaming between middle school, high school, and college was presented by the Center for Teacher Preparation where Morehouse students are introduced to teaching careers and socialized to professional education. The horizontal teaming approach was established by MPAGE where students and

faculty from the U.S. and host countries cross borders, share their insights, expertise, and skills, and create relationships that survive the initial experience abroad.

As a student-centered pedagogy, vertical teaming allows students easy movement from one level to another and allows teachers at various levels to cooperate in instructional delivery. When preparing students for college, educators rarely emphasize foreign language and area studies to the same extent as science and mathematics. Vertical teaming in the humanities and social sciences can provide not only opportunities for enrichment but also networking and resource acquisition for middle school, high school, and college teachers. Consequently, teachers will be able to promote better their students' interest in these fields before they come to college. Combined with interdisciplinary and international horizontal teaming, vertical teaming can offer students an integrated approach to learning about other cultures and prepare them for the kind of global education delivery system that Morehouse and other undergraduate institutions have adopted. The intent of pre-departure Morehouse in Bahia is to make the first steps toward providing the nucleus and an opportunity for resource mobilization that brings enrichment resources from various levels, disciplines, and countries.

Once funding has been awarded, the MiBa/MPAGE Project Director will work with the Director of Teacher Preparation to publicize and identify middle school and high school teachers, and with the Division Dean to identify social science and humanities college teachers. Particular outreach to identify schools and teachers in middle and high schools in districts with higher proportions of low-income students will be made. For instance, Clayton County and Fulton County schools in Metropolitan Atlanta have been initially identified for targeting. The selection committee will consist of the Project Director, the Director of Teacher Preparation, the chair of the Department of Modern Foreign Languages or his designated representative, and the chair of

the Department of Sociology or his designated representative. The same selection criteria will be used for all applicants.

Selection Criteria. Applications will open between September 1 and December 31, 2012. The application consists of a one-page project abstract and biographical sketch accompanied by a letter of recommendation from the applicant's principal, department chair, or program director. The project may be course revision, course development, or curriculum enhancement through research, or service/experiential learning. The abstract should: (1) Concisely state project objectives; (2) Link objectives to departmental and institutional goals; (3) Specify desired activities in Bahia to accomplish objectives; and (4) Describe follow-up and utilization plans. In addition to these project standards, selection criteria include demonstration of the following attributes: (1) interest and ability to commit to future international teaching, learning, and research, including travel if necessary; (2) commitment to interdisciplinary teaching, learning and research; (3) interest in other cultures, especially of the international African Diaspora; (4) an ability to communicate effectively with diverse academic colleagues and communities. Preference will be given to teachers who have not had similar international experiences. All factors are evaluated by each member of the selection committee and a final ranking for each applicant will be determined.

Interviews and notification of selection will take place during January 2013. The committee will select 12 participants (6 from middle or high school and 6 from college) and 6 alternates (3 from middle or high school and 3 from college). Participants and alternates will sign an agreement to take part in (1) all pre-departure language lessons, seminars, and workshops; (2) evaluation sessions throughout the project period; (3) group activities in Brazil; and (4) follow-up dissemination and application activities. Typical follow-up activities to include (1) developing

educational materials that integrate language and area studies specific to Brazil; (2) participation in teaching for MPAGE study abroad in Bahia, beginning Summer 2014; (3) making at least one professional meeting presentation based on their experiences; and/or (4) conduct at least one faculty development seminar for the home institution.

The selection process adheres strictly to College policy: “Morehouse College does not discriminate in hiring, training, promotion, or any other term or condition of employment on the basis of the applicant’s or employee’s race, color, religion, sex, national origin, handicap, or veteran status” (Morehouse College Catalog 2008-2009, p. 3). The location of MPAGE programs in some developing countries that may not have sophisticated medical facilities readily available for some medical conditions has required very careful consideration of the health and safety of each applicant. When proper documentation has been provided, however, students and faculty with medical problems or physical disabilities have participated successfully in all MPAGE programs.

Activities. Preparation for the MPAGE/MiBa experience consists of 18 hours of orientation. Sessions will take place at Morehouse College and online using Division of Humanities & Social Sciences Multimodal Telepresence Conference/Training Room, Web CT/Blackboard virtual classroom, and other computer-enabled classroom facilities. These facilities will also allow participants and alternates to meet ICSB staff, selected professional colleagues, and potential host families. Although participants will study basic Portuguese, the Department of Modern Foreign Languages will assess their language proficiency, as some may be more advanced because of their fluency in French or Spanish, common languages among the target group of educators. Individualized modules developed for MiBa, *Survival Portuguese I* and *II* will be offered, but the formal language instruction will take place in-country. Participants

and alternates will be divided into interdisciplinary vertical teams with the assistance of the Director of the Center for Teacher Preparation and the Humanities and Social Sciences MPAGE Liaison. A pre-departure schedule is included in the management plan below. The Project Director, with the assistance of the staff indicated, will organize the following orientation workshops and seminars: “Program Expectations, Medical Screening, Health Tips, and Travel Arrangements,” “Cultural Orientation to Brazil and Bahia State,” “Fieldwork and Research in Cross-Cultural Settings,” “Living Abroad with a Host Family,” “Living Abroad: Considerations and Caveats,” “Interdisciplinary, International Teaching and Learning,” and “Vertical Planning for Language and Area Studies Education.” We will also have a Brazilian research seminar telepresence from Bahia, where participants can meet host families and colleagues. The seminars will serve as an introduction to the in-country workshops, seminars, and supervised fieldwork.

The pre-departure seminars and workshops serve a twofold purpose: (1) to prepare participants for culture studies abroad and (2) to introduce participants and alternates to background readings on topics about African American culture that are of great interest to Afro-Brazilian colleagues. Each participant and alternate will receive a reading list specific to the pre-departure seminars and workshops and a comprehensive bibliography with books, articles, websites, and films that support these purposes. A select bibliography is appended.

In-Country (June 1-28, 2013)

The Steve Biko Cultural Institute (ICSB) is the host institution for the proposed MiBa GPA project. Located in the historic district of Pelourinho, the ICSB is partnered with leading Brazilian and other South American institutions and specializes in knowledge dissemination, policy dialogue and leadership development. Its goal is to promote affirmative action in education, preparing Black Brazilian youth for university admission and careers as national

leaders and policy makers. MiBa participants will have the opportunity to learn first-hand about education and culture from Brazilian educators of all levels introduced to them through the Black Brazilian Researchers Association (ABPN). They will establish relationships with their Brazilian colleagues who will assist with content and ideas for course enrichment, foreign language and area studies pedagogy, and selecting curriculum materials for sharing and dissemination when they return. ABPN programs present a broad view of Brazilian culture and society, including a systematic introduction to all periods of Brazilian history.

Morehouse in Bahia will employ the services of highly qualified and experienced on-site staff. Dr. Silvio dos Passos Cunha, an economist and one of the founders of the Biko Institute, will manage the academic program in Salvador, including selecting guest lecturers for the seminars and recruiting professional partnerships for participants. He will be assisted by Lázaro Cunha, director of special projects, who will coordinate supervised field work; and Nubia dos Reis Pinto, coordinator of language services and ESL instructor, who will arrange the Portuguese classes. The Biko Institute will consolidate their association with the Black Brazilian Researchers Association, the organization of educators who will provide guidance and supervision for fieldwork in Salvador, and partnerships with the Afro-Brazilian communities, offering participants many opportunities to be engaged in intellectual and cultural life in Brazil.

Participants will spend four weeks in the state of Bahia with day trips to Arembepe and Ilha de Itaparica and a weekend excursion to Cachoeira. The ICSB is responsible for home hospitality, meeting space, and all activities, including 36 hours of classroom instruction in Portuguese, 44 hours of supervised fieldwork, 40 hours of cultural activities, and 40 hours of lectures, seminars, and workshops. Cultural activities will include visits to museums, theaters, markets, mosques and churches, and festivals commemorating famous personalities and cultural

events. ICSB with the ABPN will facilitate professional partnerships between program participants and educators, public service personnel, and community activists in Bahia. These partnerships will give MiBa participants access to resources and professional contacts for curriculum enrichment, course development, experiential learning, and research.

Portuguese classes, seminars, and workshops are concentrated in the first three weeks to allow participants to become comfortable with the language and the culture. Supervised fieldwork will take place in the last week when participants will pursue their individual project goals in teams. In addition to improving their language skills in the field, participants will keep daily logs and write field reports to use in developing learning materials upon return and for the program evaluation.

Seminars and workshops will center on the themes of culture, education, and sustainability in Brazil. Once the participants have been selected and the teams designated, ICSB will specify workshop and seminar topics to address their goals. The following topics are anticipated: “Historical Overview of Africans in Brazil,” “Introduction to the Northeast,” “Education, Politics, and Public Policy in the Northeast,” “Environment, Culture and Sustainable Development in Salvador,” “Race, Ethnicity and Public Policy in Brazil,” “Afro-Brazilian Cinema, Theater, Music, and Dance,” “Capoeira as Martial Art and Choreography,” “Candomblé, Catholicism, and the Mega Church Movement,” “Carnival as Fun and Politics,” “History of the *Blocos Afros* in Education and Community Action,” “*A Irmandade da Boa Morte* and Civic Engagement,” “Education, Gender and Economics in Bahia,” “Education, the *Movimiento Negro*, and ABPN.” A complete schedule is appended.

Morehouse in Bahia Management Plan August 20, 2012 – October 30, 2013		
Atlanta: August 20, 2012 – May 30, 2013		
Action	Responsible Staff	Time Period¹
Appoint MiBa selection committee Draft program announcement	Project Director, Chairs of Sociology and Modern Foreign Languages (MFL)	August 20 - August 31
Publish program announcement Receive applications	Project Director, Director of Center for Teacher Preparation	September 1 - December 31
Develop and organize pre-departure seminars workshops	Project Director, MPAGE Liaison Office of Information Technology (OIT) Instructional Design	September 1 - December 31
Develop materials for <i>Survival Portuguese I and II</i>	MPAGE Liaison; MFL Faculty; OIT Instructional Design	September 1 - December 31
Screen applications; interview applicants; select participants and alternates	Selection Committee	January 1-31
Conduct baseline language fluency assessments	Project Director, MFL Faculty, MPAGE Liaison	February 1 – March 15
Collect baseline data on knowledge of Brazilian history, culture, and education		
Collect baseline syllabi and course descriptions		
Distribute materials for <i>Survival Portuguese I and II</i> and reading lists for seminars and workshops		
Organize participants into four interdisciplinary vertical teams	Project Director; Director of Center for Teacher Preparation; MPAGE Liaison	March 1 – May 1
Orientation Workshops and Seminars		
Formative evaluations after each activity	MPAGE Liaison; OIT; Office of Institutional Research (OIR)	
“Program Expectations”	Project Director	
“Medical Screening, Health Tips, and Travel Arrangements”	Director of Study Abroad; Director of College Health Services	
“Vertical Planning for Foreign Language and Area Studies Education;”	Director, Center for Teacher	

¹ Specific dates must be coordinated with the teaching and testing schedules of middle school and high school participants.

“Interdisciplinary, International Teaching and Learning”	Preparation; OIT Instructional Design	
“Fieldwork in Cross-Cultural Settings;” “The Etiquette of Host Family Living Abroad;” “Cultural Orientation to Brazil and Bahia State”	MPAGE Liaison	
“Living Abroad: Considerations and Caveats”	Director, Office of Global Education	
Teleconferences		
Brazilian Research Seminar: “Orientation to Salvador da Bahia” “Meet Your Baiana Host Families”	Project Director; OIT and Informatics; Biko Institute	
Summative Evaluation of Pre-Departure Orientation	MPAGE Liaison; OIT; OIR	
Group Travels to Salvador, Bahia, Brazil		May 30

Bahia, Brazil: June 1 – 28, 2013 (See Appended Schedule)		
Action	Responsible Staff	Time Period
Portuguese language classes; lectures, workshops, cultural tours, and supervised fieldwork	Biko Institute	June 1 - 28
Formative evaluations after each activity	Biko Institute; MPAGE Liaison	
Summative Evaluation of In-Country MiBa	MPAGE Liaison	June 28
Group Returns to Atlanta		June 29
Summative Evaluation of Morehouse in Bahia GPA	MPAGE Liaison; OIT; OIR	July 1-August 15
Continue course and materials development; begin dissemination	Project Director; Participants	
Draft final evaluation report and submit to Project Director	OIR; MPAGE Liaison	
Review curricular materials, projects, proposals, performance data, and evaluation reports	Project Director	Sept. 1 – October 15
Submit final report to Department of Education		October 30, 2013
Continue development and dissemination of materials, reports, and “lessons learned.”	Project Director ; Participants	September 30 – December 31
Submit course proposals for MPAGE in Bahia 2014.	Project Director; MPAGE Liaison; Participants	November 1 – February 28, 2014

Follow-Up (July1 - September 30, 2013)

Curriculum Enrichment and Information Exchange. Based on their experiences in Bahia, participants will produce joint instructional modules that include teachers of world languages with other humanities and social sciences. College teachers will design appropriate modules or courses from their disciplines to teach for MPAGE study abroad in Bahia, beginning summer 2014. They will also design international civic engagement, experiential learning, and community research projects that draw upon the various learning opportunities in Salvador and are consistent with the MPAGE goal to provide a Pan-African experience by crossing cultural, political, and linguistic borders throughout Africa and the African Diaspora. Participants at all levels will (1) write course enhancement modules that integrate language and area studies, cultural heritage, and community research; (2) contribute to an annotated bibliography and a study guide on the Afro-Brazilian population; (5) conduct seminars and workshops to disseminate their products. Program participants will also present papers at disciplinary and interdisciplinary professional association meetings to disseminate the Morehouse in Bahia concepts of vertical teaming and horizontal teaming with the MPAGE mission of crossing borders. Follow-up activities also encourage continued exchange of ideas and strategies with team members and colleagues in the United States to obtain reactions for internal program assessments. Upon their return, they will be encouraged to continue exchange of curriculum materials, project ideas, and resources with colleagues in Bahia. As the Project Director follows through with establishing an MPAGE site in Bahia, the Morehouse telepresence capacity will facilitate such exchanges by MiBa alumni.

The Project Director will monitor dissemination and utilization of project products through periodic conference calls and feedback surveys. She will oversee the compilation, in

easily accessible formats, of learning materials produced by participants. An inventory of project products will be published on the MPAGE web site for public access.

Besides concrete products, Morehouse in Bahia alumni will gain, through first-hand experiences, a comfort level of fluency in Portuguese for research purposes and broader knowledge of the African presence in Brazil that will spill over into their teaching. Additionally, they will develop exportable strategies for contextualizing foreign language learning and exportable techniques for integrating foreign language with area studies.

Department of Sociology. In collaboration with the Department of Modern Foreign Languages, the Sociology Department will begin development of *Portuguese Essentials for MPAGE in Bahia*, a series of multilevel, computer-based, language-learning modules that stress practical Portuguese and relevant cultural themes. This resource will target a range of learners -- including MiBa GPA alumni and students -- for classes on campus and in Brazil. The Project Director and MPAGE Liaison will also design a manual of ethnographic field methods, *Listen, And Then Ask: The Art of Communication across Cultures and Languages for Field Researchers*. The manual will be useful in the field and in pre-departure orientations. It will include visuals, maps and a specialized glossary for MPAGE.

Center for Teacher Preparation. The Center Director will work with the Faculty Development Center and the OIT and Informatics staff to design and develop instructional modules that use the full range of available technology for communication and instructional delivery across borders. The intent is that the vertical and horizontal teams institutionalize the established mutual support networks and expand them to other international educators. They will also serve as practicing role models for students preparing for teaching careers in the humanities and social sciences to share resources and encourage innovation.

2. QUALITY OF KEY PERSONNEL

Morehouse in Bahia will be directed by Dr. Cynthia M. Hewitt, the Director of the Morehouse Pan-African Global Experience (MPAGE) study, research and service learning abroad. Dr. Ida Rousseau Mukenge, who has extensive experience in Bahia and Portuguese language fluency will serve as MPAGE Liaison. The Director is responsible for the administration and evaluation of the program, and integration of faculty and their courses into the MPAGE study abroad. The MPAGE Liaison will be responsible for coordination and outreach to faculty, development of language training and of the area studies, including the vertically integrated relationship with K-12 teachers. She will also serve as MPAGE Program Director for the sustained Brazil MPAGE programs anticipated as an outcome of this GPA. Other important personnel include the Morehouse Director of the Global Education Office, Mr. Julius Coles, who serves as advisor to the MPAGE program.

Cynthia M. Hewitt, PhD is the founding director of the Morehouse Pan-African Global Experience (MPAGE). This program originated in 2007 when she brought together a Steering Committee of faculty to approve a plan to meet the financial, time and other challenges faculty faced in internationalizing the campus. MPAGE was conceived as a way that faculty could be *encouraged* to (1) infuse international content related to Africa and the African Diaspora into their courses in preparation for, and during, the experience of overseas travel; (2) initiate international research collaborations; (3) offer rich learning experiences for students; and (4) *institutionalize* a sustainable tuition-based program. This initiative has grown out of 15 years of experience organizing intellectually challenging educational experiences with overseas travel for faculty and students. From the start, Dr. Hewitt and MPAGE faculty have expressed interest in

having a site in Brazil, one of the fastest growing economies, with deep African heritage in common, but a very different experience of racial and ethnic intercultural interaction.

Dr. Hewitt was a participant, Associate Director, and then Director, of the UNCF/Mellon International Faculty Seminars, in Ghana, 2007 and South Africa, 2008. She also has experience as a participant in faculty overseas study and research programs, such as the previous Fulbright-Hays GPA, Morehouse in Oaxaca and other CIEE, UNCF, and Global Exchange sponsored programs. She has participated in scholarly conferences, such as the International Sociological Association meetings in Venezuela; The Bi-Annual Conference on Development and Environmental Sustainability, in Cuba; the Association for the Study of the Worldwide African Diaspora (ASWAD) in Barbados; and the Mande Studies Association in Mali, among others; and created faculty development seminar involving bringing international speakers to campus, such as Dr. Wangari Maathai.

Academically, Dr. Hewitt has maintained an active interest in history of civilizations, informed by history, sociology, Africana and women's studies disciplines, and she has moderate knowledge of French and Spanish. She is an active supporter of Morehouse initiatives to internationalize the curriculum, including serving on the Quality Enhancement Plan (QEP) committee for internationalizing the curriculum for the Southern Association of Colleges and Schools accreditation review in 2007. Dr. Hewitt has considerable experience in management and delivery of funded projects, such as the initiative to create the AUC Global Citizenship Learning Community, and a strong record of maintenance of financial accountability, as an academic program director, and in prior work, such as directing Atlanta Neighborhood Housing Services \$2.3 million worth of projects. Dr. Hewitt will devote 100 percent time during the

summer 2013 MiBa program in Brazil, and 20 percent time during the other months of the Morehouse in Bahia program.

Ida Rousseau Mukenge, PhD is currently Professor of Sociology and Committee Chair of the W.E.B. Du Bois International House Living-Learning Residence Hall. During her tenure at Morehouse, she has served as director and principal investigator for the Family Research and Information Exchange Project, founding director of the Morehouse Research Institute, and director of the Morehouse College Faculty Development Project in Mental Health Research. Dr. Mukenge has extensive international experience. She has studied, conducted research, and offered community education courses in Salvador, Bahia, for many years. As a fellow of the Consortium for Inter-Institutional Cooperation in African and Latin American Studies in Brazil, she studied Portuguese language and Brazilian culture. She served as Humanities and Social Sciences Division Liaison for Morehouse in Oaxaca Fulbright-Hays GPA to Mexico, winter 2004-05. Dr. Mukenge followed up by returning as a research preceptor for a summer 2005 Project IMHOTEP scholar for an ethnographic study of sociocultural factors in diet and health behaviors of Afro-Mexicans.

Dr. Mukenge has been a Senior Fulbright Scholar and professor of sociology at the National University of Zaire (D. R. Congo) in Lubumbashi and at the Cheikh Anta Diop University in Dakar, Senegal. She was an Institute of European Studies Fellow for the Bicentennial of the French Revolution in Paris and Nantes, France. She has also traveled and conducted research in Guadeloupe, Martinique, Guyana, Trinidad-Tobago, Jamaica, and Haiti. Dr. Mukenge holds a bachelor's degree in French, a master's in education, and a master's degree and doctorate in sociology, all from the University of California, Berkeley. She has training and experience in ESL and Life California teaching credentials for (1) secondary French, and speech

and (2) community college French, sociology, and anthropology. Her academic honors include Phi Beta Kappa, Alpha Kappa Delta International Sociology Honor Society, and the Fulbright Alumni Association. She will serve as MPAGE Liaison for the proposed GPA.

Sílvio Humberto dos Passos Cunha, PhD is the founding director of the Steve Biko Cultural Institute (ICSB). He holds a doctorate in economics from the State University of Campinas and a master's in economics from the Federal University of Bahia. He has served as director of communications of ICSB and assistant professor of economics at the State University of Feira de Santana, where he received many awards in recognition of his teaching, mentoring, and research. Dr. dos Passos Cunha's expertise is in the areas of economic development, race relations, public policy, and international relations with an emphasis on Brazil-Africa. He has travelled throughout Africa and the Americas to participate in professional conferences. He is a member of the Council of Economic Development of the State of Bahia. His recent works include "Desenvolvimento de lideranças: reflexões e desafios" ("Leadership development: reflections and challenges," March, 2012) and "Some Considerations Regarding Resilience Strategies Taken from the Political Experience of the Steve Biko Cultural Institute," July, 2011 as a Wilson Center Scholar. He will direct the in-country phase of MiBa.

Lázaro Cunha is the director of special projects for the ICSB. He was awarded Ford Fellowship for his work and is currently an Ashoka International Public Innovators Fellow. He is coordinator of Project Oguntec. In his words, Project Oguntec "...tackling the scientific and technological divide that has affected the majority of Brazil's black population by creating educational programs that recognize Afro-descendants' historical contributions to science and promote STEM education among Afro-Brazilian youth." Mr. Cunha earned both his undergraduate degree in mechanical engineering and his master's degree in history and

philosophy from the Federal University of Bahia. His recent works include “The language of Violence, The Violence of Language” for a North Carolina State University webcast (March 2012) and “Resilience, the Family and Social Activism” for the Woodrow Wilson International Center for Scholars (January 2009). He will coordinate supervised fieldwork and serve as liaison to ABPN.

Nubia dos Reis Pinto is the director of language services and ESL instructor for the ICSB. She has travelled and studied in the U.S., most recently as an ESL fellow. Ms. dos Reis Pinto received her master’s degree in the interdisciplinary graduate program of African and ethnic studies (Programa Multidisciplinar de Pós-Graduação em Estudos Étnicos e Africanos) of the Federal University of Bahia, defending in December 2010 her dissertation entitled “Ascensão social negra: do branqueamento à solidariedade?” (“Black social mobility: from whitening to solidarity?”). She will conduct the formal language assessments at the beginning of the program, determine language placement and support needs, organize and teach language classes, provide language coaches and guides as needed for the supervised fieldwork activities, and conduct a final assessment at the end of the program.

Julius E. Coles. Mr. Coles is Director of the Andrew Young Center for International Affairs at Morehouse College, and was formerly President of Africare, Inc. He has spent over four decades engaged in international development work. He served as the Director of Howard University’s Ralph J. Bunche International Affairs Center from 1994 - 1997. Most of Mr. Coles’ career of some 28 years in the U.S. diplomatic service has been spent as a senior official with the United States Agency for International Development (USAID). Mr. Coles received a B.A. from Morehouse College (1964) and a Master’s of Public Affairs from Princeton University’s Woodrow Wilson School of Public and International Affairs (1966). As director of the Andrew

Young Center for Foreign Affairs at Morehouse College, Mr. Coles participates in meetings of the College's Leadership Council and the President's Cabinet and Executive Leadership Council to explore new ideas and concepts for the internationalization of the curriculum, the program and the college. He has remained a member of the Strategic Internationalization Project Advisory Committee for the Quality Enhancement Program (QEP), led by the Provost.

3. BUDGET AND COST EFFECTIVENESS

The budget for the project is adequate to support project activities. It has been developed from airlines' projected travel costs to Brazil and information supplied by the Steve Biko Cultural Institute (ICSB) in Salvador. Maintenance allowances are based on 50 percent of the amount established in the U.S. Department of State Publication, "Maximum Travel Per Diem Allowances for Foreign Areas."

Project costs are reasonable in relation to the objectives of the project. While in Brazil, the Project Director and MPAGE Liaison are engaged at 100 percent effort. Their responsibilities are described in the management plan above on pp. 10-11.

The budget also includes funds for each participant to receive a supplies allowance to be used to purchase books and dictionaries for language classes, workshops, and seminars; periodicals, and daily newspapers in Portuguese to practice their language skills; guidebooks, maps, camera, recorder, and computer media for supervised fieldwork and cultural enrichment activities; and other instructional materials to be used in follow-up curriculum enrichment, collaboration and dissemination activities.

The majority of expenses are directly related to project activities organized and sponsored by the ICSB. Housing with a family in a single room with breakfast and dinner are included in

the home stay costs. These costs leave ample funds in per diem allowances for the remaining meals and incidentals.

Ground transportation and administrative costs for the 12 participants and the Program Director within Bahia for cultural enrichment activities and fieldwork cover 10 guided cultural tours and 10 supervised fieldwork outings to museums, libraries, historical/cultural sites, schools, universities, and organizations identified as relevant for participants' goals and project goals. The complete schedule of activities covered by these costs is appended.

Budget items also include academic activities, including classroom instruction, honoraria, and consultant fees for seminar speakers, workshop leaders, guides, interpreters and fieldwork supervisors. There will be 36 hours classroom-based intensive Portuguese language classes, 44 hours of supervised fieldwork field, 40 hours of lectures, seminars, and workshops. ICSB administrative costs also include use of facilities, equipment, and supplies, techechnical and Clerical Support, and an administrative fee.

4. EVALUATION PLAN

The proposed Morehouse in Bahia GPA draws upon a variety of tools to assess the extent to which the project is meeting its goals at each stage. We will collect baseline data as soon as participants and alternates are selected. The following items inform the MiBa project goals: (1) syllabi for the target course to be revised; (2) course descriptions for new courses to be developed; (3) identification of another discipline for potential collaboration; (4) self-reported knowledge of Brazilian education, history and culture; (5) self-reported ability in Portuguese. The small size of the group facilitates interviews and surveys with open-ended responses for pre-departure, in-country, and follow-up assessments. Participants will be encouraged to use laptops and portable media throughout the project period and to submit reports and evaluations

electronically. Assessment instruments for each component and all phases of the program are appended.

Language. The program assumes no prior knowledge of Portuguese for any applicant, although some participants will be more comfortable because of fluency in commonly taught Romance languages. Baseline data consist of a self-report of reading fluency for research purposes and an informal assessment of listening ability by the Department of Modern Foreign Languages and the MPAGE Liaison. Language preparation in the pre-departure phase is for “survival” only, focusing on useful phrases, vocabulary, and expressions particular to Brazilian usage. Participants will receive tapes for self-directed instruction, online exercises, and supplementary reading materials adapted for the two levels of proficiency developed by the MPAGE Liaison with the Department of Modern Foreign Languages: *Survival Portuguese I* and *II*. At the end of the pre-departure orientation, participants will be asked to (a) evaluate the utility of the materials provided, (b) report on the nature and scope of their use of the materials, (c) any additional training received, and (d) supplements added to materials provided by the program. Participants will also be asked to report changes in their ability to use Portuguese.

In Brazil, participants will receive 36 hours of formal Portuguese classes. Language instructors will assess each participant’s level of reading and listening to Portuguese at the beginning and at the end of the program to determine their progress. Participants will evaluate the language program separately and make self-reports of changes in their ability to use the language for the summative evaluation of in-country language classes. The language instructor’s evaluation will be given to the Project Director for her final report.

Education, History, and Culture. Participants will complete an evaluation survey for each pre-departure seminar and workshop. Surveys will be available online for 36 hours to

accommodate the time constraints of high school and middle school teachers participating in pre-departure activities simultaneously with their regular teaching duties, state-mandated standardized testing schedules, and preparation for graduations. College teachers in spring semester also experience exacting constraints from commencement duties and the heavy spring semester activity schedules. Morehouse Office of Information Technology and Informatics specialists will provide support for this procedure.

In Bahia, participants will keep a journal and make field notes of their experiences, impressions and personal and professional growth and development. Weekly informal interviews conducted with participants by the Project Director constitute formative evaluations of each activity. This information will be communicated by the MPAGE Liaison to the Biko Institute. Program coordinators will adjust, as appropriate, the content and the delivery for participants' expressed and observed needs for information related to their projects. Assessment surveys will also be administered after each seminar, workshop, and cultural tour. These will be collected from the participants by the MPAGE Liaison and analyzed by the Project Director with support from the Office of Institutional Research for the Project Director's final report.

Collaboration, Vertical Teaming, and Horizontal Teaming. This goal focuses on participants' current and future work with educators at different levels than their own, with their Brazilian counterparts, and with educators and other professionals from different disciplines. Participants will have 44 hours of supervised fieldwork in which they pursue these ends. The formative evaluations consist of informal interviews conducted with fieldwork teams by the Project Director after each field experience. The MPAGE Liaison and Project Director will be participant observers at least once for each supervised fieldwork group. Information from the

interviews and observations will be used to adjust content and delivery, as appropriate for participants' expressed and observed needs related to their projects.

Participants will also record their thoughts, development of their topics, and any modifications in the direction of their projects in their journals. Upon return to Atlanta, participants will submit their journals, field notes, and final project documents to the Project Director and MPAGE Liaison for comparative analysis with the baseline data on proposed collaboration, syllabus enrichment, MPAGE course development, and knowledge of Brazilian language, education, history, and culture. These will be analyzed by the Project Director with support from the Office of Institutional Research for the Project Director's final report.

Follow-Up. The Project Director's final report is due before follow-up activities can occur and be evaluated. As Director of MPAGE, the Project Director will maintain contacts with Morehouse in Bahia alumni for continuing efforts toward establishing a Summer 2014 MPAGE program in Bahia. In collaboration with the Center for Teacher Preparation, she will also continue to assess the applicability of the vertical and horizontal teaming models beyond the project period as well as the role of MPAGE in Bahia in (1) broadening collaboration between college, high school, and middle school faculty members; (2) enriching collaboration between world languages and other humanities and social science disciplines; (3) increasing knowledge and understanding of culture and community in Bahia; (4) establishing long-term associations with Brazilian educators; and (5) introducing Portuguese language study for research and fieldwork abroad.

5. ADEQUACY OF RESOURCES

Morehouse in Bahia rests upon the strengths of the Morehouse Pan-African Global Experience (MPAGE), the Global Education Office and the Teacher Education Program at

Morehouse, and the Steve Biko Institute in Bahia and the Universidade Estadual Paulista in São Paulo, in particular, and the Information Technology and other faculty development infrastructure at Morehouse.

MPAGE is the signature study abroad program for Morehouse College. It began as a faculty initiated cooperative effort in the Division of Humanities and Social Sciences to establish a structure for teaching, research and service learning abroad, and is currently administratively lodged within the interdisciplinary Andrew Young Center for International Affairs. MPAGE is an innovative, co-ed educational program that extends Morehouse's signature brand of teaching and leadership development beyond the boundaries of the campus. MPAGE responds to the College goals of encouraging students to undertake graduate level study by exposing them to overseas opportunities, particularly, with careers in foreign service or international business. MPAGE courses meet Morehouse degree requirements while incorporating specifically global and African Diaspora themes. All students enroll in a general Society and Culture (of the host country and its region) course, which includes local language instruction, and in another course of their choosing. Co-teaching with host country nationals and fieldwork figure heavily. The MPAGE study abroad – open for participation by students of other institutions – offers a unique opportunity for students (and some faculty) of other educational institutions to experience Morehouse's signature brand of leadership development within the African American community for one summer.

Approach. MPAGE is operating under the theory, often espoused by Ambassador Andrew Young, that social dynamism occurs when you combine youth – privileged with analytical skills and untarnished ideals – with dedicated community activists struggling for social justice and well-being. Our program is socially embedded in our strategy of cross-cultural

dialogue with our counterparts and their indigenous communities. MPAGE prides itself on ferreting out community liaisons to just such committed individuals, who also have deep cultural knowledge. However, MPAGE also recognizes the importance of building a “bridge” between these traditional communities and us, by opening dialogue and communication with our host youth and faculty – who constitute the privileged few. This critical core of highly trained, productive and specialized scholars, theorists and philosophers, can prepare our youth to use their new ideas to the fullest on a global scale. We encourage and assist our group’s ability to use all forms of communications, including video-assisted research and new media.

Faculty Development. MPAGE is open to all faculty members. Teaching at an MPAGE site provides faculty with summer employment including a sojourn in another country, offering them the opportunity to integrate new information in their courses and initiate collaborative teaching and research. Faculty members have the option to teach existing courses (restructured with a focus on the country or region) or new courses during the summer or on campus during the academic year. During 2009 through 2011, eight faculty members designed ten courses with international and host country focused content.

Program Development. MPAGE was planned in 2008 with the encouraging support of the Salzburg Global Seminar, Mellon Fellow Community Initiative. MPAGE has laid the curricular, administrative, and logistical foundation for future development. The first site was Ghana, with excursions to neighboring Burkina Faso and Benin. The second site will be Brazil, followed by a site in Egypt/Sudan at an appropriate time. MPAGE is designed as a sustainable self-sufficient cost center with a strong focus on cost efficiency within budgets affordable to students. Faculty development is a planned component, including research support, conference support and travel support. This component has two goals: (1) curriculum and research

internationalization for the faculty; and (2) development of faculty consulting opportunities with NGOs, private industry and governmental entities, particularly in conjunction with The Andrew Young Center at Morehouse. Student research and service internships and directed studies opportunities flow from these. New and important lines of scholarship can be promoted and projected into the global academic community. There are director, associate director, administrative assistant, and outreach consultant positions and an Advisory Council and a Faculty Steering Committee.

Andrew Young Center for International Affairs/Office of Global Education. The MPAGE program is located within the Office of Global Education (GEO) of the Andrew Young Center for International Affairs (AYC). The AYC and the GEO provide overall leadership to the College's international education objectives. The AYC was established in 1993 and the GEO in 2010 with a grant from the Andrew Mellon Foundation. The Center is committed to the creation of new knowledge and innovative pedagogy in international affairs, public policy and social justice. One of the critical roles of the Center is to provide advanced interdisciplinary research and collaborative projects in international affairs and the social sciences. As a Center of applied studies, it supplements instruction in the classroom on international and global affairs. It also routinely brings faculty and students from diverse disciplines to discuss some of the current and major global challenges. The Center assists in fostering an environment which is conducive to internationalism, and contributes to making Morehouse College a "World House." The programs of the Center include: (1) Morehouse Pan-African Global Experience; (2) International Exchange/Study Abroad Programs; (3) International Studies Program; (4) Intensive Modern Foreign Language Program; (5) Visiting Lecturers and Speakers Series; and (6) The Diplomat-in-Residence Program.

Mr. Coles, the Center Director, has been instrumental in developing institutional linkages with Brazilian academic institutions, including a Memorandum of Understanding between Morehouse College and the Universidade Estadual Paulista, in São Paulo, for educational and research cooperation. This led to the first Spring Tour of the Division of Business and Economics 40 students to São Paulo in March 2012. The GEO has coordinated the participation of Morehouse Faculty in collaborations with Semester at Sea to teach during Latin American, winter semester, study travel program, which included a visit to Brazil. The GEO also co-sponsored with the Division of Humanities and Social Sciences, and the Africa Awareness Week faculty committee, the Brazilian Film Festival, bring three renowned directors and their films to Morehouse. The development of Morehouse in Bahia will prepare faculty in the humanities and social sciences with knowledge of, and curriculum content on Brazilian culture and society, to provide the core liberal arts background to students studying throughout the College's Divisions. Coordination will be maintained through the GEO.

Center for Teacher Preparation. The Morehouse in Bahia program goal of initiating vertical integration between high school and middle-school instruction, and college-level education in the fields of foreign language and area studies is viewed as a new, timely, and qualitative addition to the focal careers currently highlighted by our Center for Teacher Preparation at Morehouse. Morehouse has been a pioneer in the preparation of young Black males to assume responsibility and leadership in higher education, science, and government. In view of current social conditions, the College feels it appropriate to address more aggressively the pre-Kindergarten through twelfth grade education of our nation's children in general, and of African-American males in particular. The Center for Teacher Preparation at Morehouse College in collaboration with Spelman College provides teacher training in a variety of areas. In

conjunction with the Morehouse Research Institute and the Morehouse College Black Male initiative, resources and forums on expanding and improving black youths' outcomes in educational attainment are regularly available.

Internet Conferencing and Telecommunications. Division of Humanities & Social Sciences Multimodal Telepresence Conference/Training Room, Web CT/Blackboard virtual classroom, and other computer-enabled classroom facilities. These facilities will also allow participants and alternates to meet ICSB staff, selected professional colleagues, and potential host families.

AUC Woodruff Library. Constructed in 1982, with major renovations including state of the art technology in 2010, the Robert W. Woodruff Library is named in honor of the late Robert Winship Woodruff, former CEO of the Coca Cola Company. The library was designed to serve the instructional, informational and research needs for member institutions of the Atlanta University Center, the world's largest and oldest consortium of Historically Black Colleges and Universities. The institutions that make up the Atlanta University Center are Clark Atlanta University, the Interdenominational Theological Center, Morehouse College, and Spelman College. The Robert W. Woodruff Library's holdings exceed 1.6 million items and include approximately: 383,000 print volumes; 43,000 electronic books; 867,000 microforms; 314,000 government documents; 17,000 theses and dissertations; 35,000 bound periodicals; 1,500 current periodical subscriptions; 7,000 videos, DVDs and CDs; more than 200 databases and nearly 7,500 cubic feet of archival collections. The Archives and Special Collections department is noted for its extensive materials documenting the African American experience and the rich history of the AUC schools.

Community Service and Civic Engagement. In 1995, the College established The Leadership Center, which includes diverse programs that foster leadership skills and encourage community involvement. The Leadership Center building opened its doors in August 2005. Its occupants include the Bonner Office of Community Service, the Emma and Joe Adams Public Service Institute and the Andrew Young Center for International Affairs.

6. POTENTIAL IMPACT

Education at Various Levels. The vertical and horizontal teams strategy presents a novel approach to world languages and area studies. The Center for Teacher Preparation is the Morehouse locus of promotion and formation of the next generation of K-12 teachers in all fields. MPAGE is the Morehouse locus of promotion for humanities and social sciences that cross linguistic, political, and cultural boundaries. The intersection of MPAGE and the Center for Teacher Preparation in MiBa provides the context and framework for improving the instruction of world languages and area studies.

Bringing together college, high school, and middle school teachers as MiBa participants opens opportunities for current teachers at the three levels to adjust their instructional delivery in consideration of what the other levels are doing and in anticipation of what they expect. Their presence at Morehouse gives college students who are future K-12 teachers affiliated with the Center for Teacher Preparation an opportunity to observe professional role models. It gives college students with plans for college teaching a model of collaboration that includes the feeder levels to their institutions. For everyone involved, MiBa presents a model for early emphasis on foreign language and area studies, an integrated approach to learning about other cultures, and preparation for international interdisciplinary teaching and learning strategies of the future. This

model can be replicated with education abroad programs in other countries and with comprehensive vertical teams of educators from K-12 through graduate school.

Morehouse in Bahia will also strengthen Morehouse College as a conduit to graduate training in area studies and modern foreign languages. Morehouse College has a record of placing students in top level graduate programs. By developing a vertically-integrated program, the K-12 educators can be given the means and encouragement to orient young people in Metropolitan Atlanta to serious consideration of the merits of becoming an expert in Brazilian studies and Portuguese language, perhaps as an extension of the far more common curriculum in Spanish. The MPAGE program, open to any college student, recruits directly through its network of affiliations with other HBCUs through the United Negro College Fund and other liberal arts colleges through the Associated Colleges of the South. Consequently, MiBa, with an MPAGE site in Bahia as one of its outcomes, should lead to considerably more students' being introduced to Portuguese and Brazilian studies.

Faculty Development. Morehouse in Bahia is an innovative program that can easily be adapted to other institutions with similar goals. The comprehensive and multi-disciplinary involvement reflected in the project design is a preferred strategy for improving foreign language learning and area studies because it addresses the responsibility of educational institutions to prepare all students for living in an increasingly global community. The approach is particularly appropriate for institutions with limited means because it makes optimal use of both material and human resources of the College.

As a faculty development project, Morehouse in Bahia represents a long-term investment in the educational program. While foreign language study abroad opportunities for students are important, the direct impact of study abroad program alumni is limited to their tenure at the

institution -- usually no more than one or two years after their travel. On the other hand, faculty members, especially junior members, spend an average of six years on tenure track and an additional ten years on tenure. Thus, faculty development gives continuity and consistency to an educational program.

MPAGE also encourages faculty collaboration, hiring Brazilian adjunct faculty experts to join the program in Brazil, creating additional contexts to continuing the relationships developed in MiBa. Once potential MPAGE faculty begin offering study abroad to Brazil at Morehouse, we will also encourage enrollment in our sister Atlanta University Center institution, Spelman College, which has begun language instruction in Portuguese, and has conducted a one-time program in Brazil. The ongoing study abroad integrated into the curriculum offered by Morehouse will help to build a critical mass of students interested in Brazil and Portuguese language studies, helping to assure the success of Portuguese language offerings in the Atlanta University Center (AUC) and encouraging further discussion of coordinating language and area studies offerings among AUC institutions.

College-Community Interface. Another distinctive feature of Morehouse College is experiential/service learning, civic engagement, and community-based participatory research as integral parts of its educational program. The Emma & Joe Adams Public Service Institute, the Leadership Center, the Public Health Sciences Institute, the Brisbane Institute, and the Chivers-Grant Institute for Family and Community Studies, and other institutes and study centers have a key function in carrying out the mission of the College. MPAGE programs reflect the international dimension of this feature of the Morehouse. Learning about other cultures is enhanced by active participation in the communities one is studying. Colleges with similar emphases in their educational programs can use the Morehouse in Bahia/MPAGE model to

enrich foreign language and area studies as well as their service/experiential learning and international civic engagement programs.

Cultural Heritage. Morehouse has a well-defined commitment to the international African Diaspora in teaching, learning, research, and service. As a cultural heritage and language study project, Morehouse in Bahia satisfies this commitment in all these areas. Institutions with similar cultural heritage education goals can adapt the concept to other languages and cultures. For example, Morehouse in Oaxaca (Winter Break 2004-2005) was a similar Fulbright-Hays GPA to Mexico's Oaxaca and Guerrero states. These states contain the *Pueblos Negros*, rural communities that have significant populations of African descent. MPAGE is the institutionalized outcome of this GPA. Dr. Cynthia Hewitt, Project Director for the proposed MiBa GPA and founding director of MPAGE was a Morehouse in Oaxaca participant. Dr. Ida Mukenge, MPAGE Liaison for the proposed MiBa GPA was the Humanities and Social Sciences Division Liaison for Morehouse in Oaxaca. Ghana was chosen for the first MPAGE site because of Dr. Hewitt's background and extensive experiences there. Mexico was discontinued for security reasons.

The replicability and sustainability of Morehouse in Bahia are boundless. In addition to the courses for MPAGE Summer 2014 in Bahia, the dissemination plan includes courses and seminars on the campuses of participants, professional association meeting presentations, electronic and virtual information exchanges through College, departmental, and program web sites, brochures, and scholarly publications. It is designed to reach across disciplines, programs, and institutions to demonstrate both the practicality and the importance of such an approach to foreign language and area studies.

Accuracy and Effectiveness of Curricula. Each department and academic program at Morehouse is required to conduct an annual assessment of learning outcomes. The courses developed for MPAGE Summer 2014 in Bahia will undergo the same assessment. Before a new course is introduced, it must be submitted to the Curriculum and Educational Policy Committee (CEPC) for approval. Course proposals require that the sample syllabi specify learning outcomes and assessment strategies that are consistent with achieving department goals. The Office of Institutional Research supports departments and programs in conducting the annual assessments. Departments and programs use the findings to make modifications and revisions as warranted to achieve stated goals.

Middle schools and high schools must adhere to Georgia's state standards for their social studies, world languages, and other humanities disciplines. Course revisions and enrichments introduced by participants from these levels are evaluated in terms of how they meet these standards. Data from students' performance on state tests based on these standards will be used to make modifications and revisions as appropriate to meet the state standards.

7. RELEVANCE TO THE INSTITUTION'S EDUCATIONAL GOALS

As an historically black liberal arts college for men, Morehouse College assumes a special responsibility for teaching students about the history and cultures of people of African heritage in the United States and other countries, preparing its students for leadership and service while fostering understand and appreciation for other cultures, a global perspective, and a commitment to social justice. Morehouse in Bahia, as an interdisciplinary, international, cultural heritage project in faculty development, will constitute a vital part of the overall institutional development plans.

Specifically, Morehouse in Bahia will importantly contribute to fulfilling the *Morehouse College Strategic Plan 2008-2013* goal of enhancing global connections by facilitating international educational exchanges. The Morehouse College MPAGE program, specifically called for in the 2008 Quality Enhancement Plan of the Southern Association of Colleges and Schools Accreditation review, (goal number II, section C., “To establish a Morehouse Education Abroad Program),” will be able to take the important step of initiating the Bahia summer study abroad in 2014 as a result of the faculty development work undertaken through Morehouse in Bahia.

Morehouse in Bahia will prepare faculty to understand and assist youth, from adolescence in K-12 years through college to develop a positive self identity, one of the College’s most long held goals. For minorities, there is a particular need for the work of *bridging cultures* because the dominant culture they share may or may not adequately incorporate sufficient positive iconic experiences from each groups’ past. Through understanding Brazilian culture, educators can draw from not only Brazil’s present, but also its colonial, frontier and cultural assimilation heritage, an experience shared by American citizens in the United States.

Academic Programs. The Morehouse in Bahia program will result in strengthening the development of an Africana Studies Program, internationalizing and expanding the offerings, faculty and curriculum, as it transitions from the status as the African American Studies Program. The MPAGE Program will be strongly connected to the development of Africana Studies, and its selection of focal area studies. Initiation of the Bahia site for MPAGE will lead to initial discussions with Atlanta University Center schools regarding coordination of programming in Portuguese and Brazil area studies. In terms of co-curricular programming, the W.E.B. Du Bois International House, which is co-directed by Dr. Mukenge, has the goal of

fostering student faculty interaction with a special focus on international education and cultural awareness. It hosts an annual seminar series, which will devote one of its programs to highlight the faculty initiatives in Bahia and seek student involvement.

Research Institutes and Study Centers. Given the interdisciplinary group of educators who will benefit from MiBa, it can be anticipated that the institutes and centers, such as the Andrew Young Center, the Leadership Center at Morehouse, the Public Health Sciences Institute, the Emma & Joe Adams Public Service Institute, the Brisbane Institute, and the Chivers-Grant Institute for Family and Community Studies, and various research projects, such as the Black Male Identity Project and the Identity Orchestration Research Laboratory, will benefit from those among their faculty with new levels of knowledge and interest in Brazil from completing MiBa.

8. NEED FOR OVERSEAS EXPERIENCE

Challenges to Innovation. Faculty members at small colleges typically have heavy teaching loads, and Morehouse is no exception. Their middle school and high school counterparts also have increasingly heavy loads, consequent to the demands of teaching, testing, and administrative duties. Release time for college faculty is often very difficult to arrange because of the limitations of using part-time faculty for key courses and the financial strains on institutional resources. Another challenge is finding ways to change the traditional approach to teaching and conducting research within disciplines. Middle and high school faculty members are even more constrained for they must teach to state standards and state tests. Morehouse in Bahia removes faculty members from the constraints of campus activities during the summer when they ordinarily have no regular teaching duties. Morehouse in Bahia brings together faculty from various levels, disciplines and programs, immerses them in the language and culture of the

area, and gives them sufficient time away from teaching to devote to their work. The more focused, hands-on opportunities offered by the Bahia setting is also essential for faculty to plan enrichment modules, design courses and organize international civic engagement opportunities that are appropriate for this specific setting and replicable in other settings.

Pedagogy. Best pedagogical practices suggest that the younger children are when introduced to other cultures and languages, the more receptive they are to differences and diversity. Just as an early introduction to science and math presages comfort with these disciplines, early introduction to world languages and area studies does likewise. Learning from teachers with *first-hand* knowledge of the rest of the world is the next best thing to being there. It will also encourage them to want similar experiences as they move to high school and college. Reinforcement in college from teachers with on-the ground experiences can continue this early start to producing the global leaders of the 21st and 22nd century.

Experiential Learning. Designing an effective course or a civic engagement project is not possible without firsthand experience with the unusual limitations under which local residents in Bahia function. Feasible projects must fit conditions in the local community. From their distant comfort of campus, reading or even watching films about Bahia, faculty members cannot appreciate the uncommon hardships that local educators may endure, or the limited economic and political support available to them. Similarly, if they can experience local conditions for themselves, the Morehouse in Bahia program participants will be much better prepared to develop courses that reflect realistic conditions, design reasonable and practical and civic engagement projects, and establish meaningful relationships with their professional counterparts in Brazil. Participants will plan courses and projects, collect and prepare language materials relevant to their projects, and learn simultaneously from their professional colleagues

and the community. These tasks cannot be completed in a traditional classroom setting. An overseas experience is essential to accomplish fully the Morehouse in Bahia objectives.

Portuguese Language and Brazilian Studies. As for language learning *per se*, most educators would agree that nothing can equal the experience of complete immersion in the target language environment. Meeting the demands of using a foreign language to negotiate daily life is invaluable for effective learning. This is especially true when combined with cultural heritage studies in the designated community. Participants will work in a culturally and linguistically unique region. Although the importance of Brazil on the world scene continues to grow, Portuguese remains one of the lesser taught languages. The language-related goals of MiBa are modest. Participants will achieve a Portuguese fluency to be able to move about comfortably, to read and conduct research in their areas of specialization.

The proposed overseas experience will hasten participants' success in reaching their language goals and encourage them to further studies of this increasingly important language. MiBa will also develop a nucleus of educators whose attention has been directed toward Brazil. They will be knowledgeable of Brazil's cultural, socio-political, and economic conditions and informed about how these conditions impact sustainability. This outcome is only possible with first-hand experiences with the language in the country.

9. COMPETITIVE PREFERENCE PRIORITY I

Morehouse in Bahia provides participants with a mandatory short-term intensive course of instruction in the priority language, Portuguese, including "survival Portuguese" prior to departure, and a 4-week introduction to Portuguese in Brazil. Participants will live with host families throughout their stay. The purpose of the pre-departure "survival" Portuguese

introduction is to assure that participants will not lose time establishing a comfort level of communication with their families. An outline of the pre-departure course is appended.

10. COMPETITIVE PREFERENCE PRIORITY II:

Middle school and high school teachers are an integral part of the proposed project. They will make up half of the proposed group of 12 teachers. The goal is to have at least three from middle school and three from high school. The vertical and horizontal teaming model proposed by Morehouse in Bahia means that the project must include teachers from the three levels. Additionally, Morehouse in Bahia anticipates inclusion of Brazilian middle school and high school teachers as partners in the configuration of teams.

12. INVITATIONAL PRIORITY: MINORITY-SERVING INSTITUTIONS

Morehouse College is an historically black college, and a member of the Atlanta University Center, which includes five historically black colleges and universities, overall.